

## ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: **Morrill Public Schools**

County-District Number: **79-0011**

### Introduction

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

**Tier I Schools** means the five (5) or 5% (whichever is greatest) of all lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

- For every year after the initial year, previously identified Tier III schools that have a Section 1003(g) School Improvement Grant will be included and Tier I schools with school improvement waivers that are implementing the Turnaround model will be excluded.

**Tier II Schools** shall mean the five (5) or 5% (whichever is greatest) lowest ranked secondary schools where the “all students” group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above schools.

- For every year after the initial year, previously identified Tier II schools that have a Section 1003(g) School Improvement Grant will be excluded and Tier III schools that fall within the bottom five (f) or 5% (whichever is greater of the pool of schools for Tier II will be included.

**Tier III Schools** means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). If a district has Tier I and Tier III schools, it may not elect to serve only Tier III schools. Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has received a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Nebraska has also received a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE’s American Recovery and Reinvestment Act (ARRA) and the Title IA school improvement page at:

[http://www.education.ne.gov/ARRA/School\\_Improvement\\_Grants.html](http://www.education.ne.gov/ARRA/School_Improvement_Grants.html)  
[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at:

<http://www2.ed.gov/programs/sif/index.html>.

### **Use of Funds**

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model. Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities approved in the school’s Title I Accountability Funds application. Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.)

Districts must demonstrate capacity to implement the selected intervention model in the first year and fully implement the model within the three years of funding of these grants.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

### **Available Funds**

For the three year grants that begin in 2012-13, \$2,487,987 are available from ESEA for these Section 1003(g) funds. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2012-13, 2013-14 and 2014-14. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school. There is a minimum of \$50,000 per year per school. This minimum amount is not required if a district can demonstrate that it can fully implement one of the intervention models with fewer funds. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

### **Continued Funding**

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: [http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

### **Supplement, not supplant**

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

### **Application Writing Assistance**

NDE will provide a series of meetings and conference calls to support the districts intending to apply. Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

### **Application Approval Process**

Nebraska will convene a panel of NDE staff with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes an application from more than one school and may include schools from any Tier. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank ordered by the total scores. The highest ranking schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution of grants relative to size of school or geographic location.

Schools that are finalists must participate in a team interview with NDE staff either on-site or via electronic means. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

### **Applications Timelines**

Applications are due by midnight (Central Daylight Savings Time) on March 9, 2012 and should be submitted electronically to: [diane.stuehmer@nebraska.gov](mailto:diane.stuehmer@nebraska.gov). In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director  
Nebraska Department of Education  
301 Centennial Mall South  
PO BOX 94987  
Lincoln, NE 68509

## **Application Contents**

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:  
[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant
- A copy of each school's Profiles from the State of the Schools Report for the two previous school years.

# ESEA Section 1003(g) School Improvement Grants

## APPLICATION COVER SHEET

District Name: <b>Morrill Public Schools</b>	District Mailing Address: <b>PO Box 486</b> <b>Morrill, NE 69358</b>
County/District Number: <b>Scotts Bluff/ #79-0011</b>	
District Contact for the School Improvement Grant	
Name: <b>Linda M. Lake</b> or <b>Nicholas Schafer</b>	
Position and Office: <b>Business Manager</b> -- <b>Director of Curriculum and Supervision</b>	
<b>Office of the Superintendent</b>	
Contact's Mailing Address: <b>PO Box 486</b> <b>Morrill, NE 69358</b>	
Telephone: <b>308-247-3414</b>	
Fax: <b>308-247-2196</b>	
Email address: <b>linda.lake@panesu.org</b>	
President of the School Board (Printed Name): <b>Fred Cawiezel</b>	Telephone: <b>308-247-3129</b>
Signature of the President of the School Board  X_____	Date:
Authorized Representative of the District (Printed Name): <b>Nicholas Schafer, Director of Curriculum and Supervision</b>	Telephone: <b>308-247-3414</b>
Signature of the Authorized Representative:  X_____	Date:
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

## SECTION 1. DISTRICT INFORMATION

### PART A. SCHOOLS TO BE SERVED

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transform- ation
Morrill Junior/ Senior High School		X					X

A.2. If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

**Morrill Public Schools has begun implementation of the Transformation intervention model within the last year (FY2012) for Morrill High School. Due to poor performance of the prior Secondary (7-12) Principal, the school district replaced the Principal for the 2011-2012 school year. Further, due to the lack of performance of the former Superintendent/ Secondary Principal and the need for transformation, Morrill Public Schools is in the process of revising the current School Improvement Plan; which reflects the replacement of the Secondary Principal is one of the goals of the improvement plan and the school board beginning in the 2011-12 school year.**

### PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

#### Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can

only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

**Morrill Public Schools Analysis of Need:**

- **School-wide Title I Program.**
- **Morrill Junior High has not met AYP (adequate yearly progress) for Math and currently (2010) reading. For the school years 2007-08, 2008-09, and 2010-11 the Junior High received a “NOT MET” in Reading and Math.**
- **Morrill School District’s student poverty rate has ranged from 58% in 2006-07 to 50% in 2010-11.**
- **Analysis of data shows a decline in reading scores and the state average still has not been met. Literacy and English language development is the key to our students’ successes. NeSA Writing scores have decreased 37.62% (see page 23 of Appendix D).**
- **In comparison to the national average Morrill Junior/Senior High School math scores indicate a downward trend since the 2005-2006 school years. Most current results for grades 5-8 show only a slight movement downward with a 2007-2008 percentage of 51.16 and 46.67 in 2008-2009 above the national average.**
- **Test scores indicate that there is a definite lack of connectivity between the elementary (6<sup>th</sup>) grade and the secondary (7<sup>th</sup> grade) transition for students (see Appendix D – School Improvement Plan). Further, transition to the Junior High is a concern. Students struggle in meeting expectations and dealing with multiple teachers each day. They seem to enjoy Junior High, but often refuse to turn in work or choose to do nothing at all. Some progress has been made with after-school tutoring and daily notes home.**
- **Below National and State average for ACT tests (district average is 19.40).**
- **There is a deficit in work days for teachers to work on school improvement goals.**
- **Morrill schools deal with students who are transient; i.e., move in or out of the school district during the school year. Data indicates that 19.59% of K-12 students have moved in or out of district in the last year (mobility) which is more than double the State average.**
- **The need for students to master the most basic skills in reading, writing, and math to enable the students to succeed in other subjects.**
- **The need to retain and educate students in our catchment area: Morrill, Henry, and Lyman.**
- **The need for additional technology and technology integrations in the school setting to enhance and support both teaching and learning.**
- **Twenty-nine percent (29%) of Morrill’s students are Hispanic, and 4% are either categorized as American Indian/Alaskan Native or two or more races.**



- The District has 12.72% of its students with English as a second language and only 4.58% are high-ability learners.
- Participation in the Valley Alternative Learning Transitioning School (VALTS) will no longer be available after 2011-12 for Morrill students.
- Student drop-out rates have gone from 0.84% in 2006-07 to 4.08% in 2009-10 and the high-school graduation rate have decreased from 90.63% to 81.82% for the same years.
- The need to upgrade the electrical wiring to support not only the current technology of the school but to support additional technology and cooling systems for the technology. Currently there is no cooling system in the high school and the equipment is subject to overheating.

- B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

**The Morrill Public School District will fully support any data-proven school improvement ideas that our school buildings would need to meet the required activities detailed in the school improvement grant application. We will not seek funding for the district-level support since our school district is small with one elementary (Pre-K – 6<sup>th</sup> grades) and one secondary (7<sup>th</sup> – 12<sup>th</sup> grades) school.**

- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

**Morrill Public Schools feels it has the capacity to use the school improvement funds to support the positive changes needed in our secondary school setting. The majority of the administrative staff has been replaced with competent individuals in the following key positions: Superintendent, Director of Curriculum and Supervision, Secondary Principal, Special Education Director, and Business Manager. The capabilities of these individuals, as well as the Elementary Principal, are far superior to those abilities of the prior staff. The Board of Directors has taken an active role in hiring only the most competent individuals to make Morrill Public Schools one of the best in the State of Nebraska. The administration as well as the staff as a whole understand the need for improvement and are willing to work toward improvements. Morrill Public Schools is**

currently accredited with highly qualified staff. Along with our Administrative Staff, including the Business Manager, 39 percent of our teachers have Master's degrees and 53 percent have over 10 years of teaching experience. The Board of Directors, the community, the parents, the staff, and the students are all on board with our efforts to improvement our graduation rate and math/reading scores. Morrill high school strives to provide a school setting in which all students can and will learn, and all teachers can and will facilitate learning for all students.

All students are required to take basic course work in core areas, and are then guided towards a college prep program or vocational program based on student preference.

In addition to new leadership hires, the District has shown it has the capacity to succeed through many programs. Listed below are a few examples of reform in the 2011-2012 school year:

- The implementation of a plethora of improvements in the last nine months, and mostly from July through September 2011, in its finance/business operations (the district went from 27 audit exceptions in the FY11 audit to an anticipated zero for the FY12 audit).
- Morrill High School has begun the conversion from 11-man to 8-man football for the upcoming school year and with the change in the football coach have already recruited 25 students to play in contrast to last year's 10 students at the end of the year.
- In addition to the eight periods is a 30-minute advisor time for students to receive additional assistance in school work and contact time for teachers.
- Implementation of a new Agriculture program in the 2010-11 school years.
- A teacher leadership team elected by the staff communicates monthly with the principal. A junior high and senior high Student Council is used to monitor student concerns. Parents are active members of the School Improvement Steering Committee in order to obtain parental input. A new leader/principal for the junior/senior high school was hired for the 2011/2012 school year.

Morrill Junior/Senior High School celebrates the following strengths which will aide in capacity:

- Low student to teacher ratio
- Low teacher turnover ratio
- In past 10 years the percent of teachers with a Masters degree has went from approximately 23 % to 38%
- Very closely match state averages for overall staff in endorsed areas.
- 100% of the language arts, foreign language, health/physical education, and visual and performing arts staff are certified in their subject area

B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed

above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

**Morrill Public Schools was identified as a Tier II school and has no Tier I schools, so this section does not apply; however, MPS does have the capacity to support its Tier II school.**

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

**In order to turn around our low-performing school Morrill Public Schools, would require the following external assistance:**

- **Instructional materials to support a secondary reading curriculum and math tutoring program.**
  - **Technology programs to support a secondary reading curriculum and math tutoring program through 21<sup>st</sup> Century learning initiatives to enhance the learning experiences for our students.**
  - **Support from the State of Nebraska Education Department in funding this grant application and collaborating.**
  - **External assistance will be needed for professional development primarily for the math tutors, reading specialist, and the Instructional Project Manager.**
  - **Working collaboratively with the area colleges to offer additional courses to students.**
  - **Additional training from Haddock, or other related sources/providers, on the promethium boards for new teachers, teachers struggling with the technology, and, in particular, the secondary reading specialist and math tutors.**
  - **Integration of the Paul Ekbert assessment for grades 3-11 to assess and monitor students in the areas of math, reading, and other core subjects.**
- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will

take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

**Morrill Public Schools' staff, administration, and board of directors are all committed to improving student performance and retaining students in the school setting. The assurance to provide programs and resources aligned to support the school in the transformation intervention model will be directly ensured by the Director of Curriculum and Supervision and both the secondary and elementary principals. Title I funds will be allocated to supplement an enhanced reading and math program for the secondary students who have "fallen through the cracks." A full-time secondary reading teacher will be hired to teach students who are below grade level or have not met proficiency standards on reading tests. This teacher's salary and benefits will be funded through Title I funds for the first three years. Not only is this position considered a "hard to fill" position, it is also difficult to recruit candidates to a small rural community; therefore, the school district will advertise a moving/signing bonus to attract qualified candidates to our rural community. Math tutors will be current certified teachers in our district who will be paid a stipend to tutor students before and after school and/or during the study hall period in math. Title I funding will also support professional development for secondary reading, language arts, and math teachers to further enhance the learning of all of our students in the key content areas. Title I funding will also allow Morrill Public Schools to reward teachers for exceptional teaching performance as shown by increased test scores in both the elementary and the secondary setting.**

- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

**Morrill Junior/Senior High implemented a nine-period day in the 2011-2012 school year. In addition to the regular eight periods is a 30-minute advisor time for students. This "home-room" style mentoring program was implemented by the new principal, Scott Axt, to allow students time to meet with their mentor teacher at the end of the day to receive additional assistance in school work. This time also allows for uninterrupted free reading time for students who are caught up on their school work.**

- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

**Morrill Public Schools is prepared to sustain the transformation intervention model after the three-year SIP funding ends. The intervention model will be fully implemented by 2014-15. Morrill Public Schools will also have achieved its goal of financial stability which will allow the District to sustain the additional programming**

**implemented through this grant and to replace and implement new technology as it comes about. The funding from the grant will help Morrill Public Schools attain its efforts to place technology improvements on a rotation basis to maintain our school improvement ideas in our future budgets.**

- B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading has an average statewide gain for each subgroup listed below based upon 2009-10 and 2010-11 data. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In the fall of 2012, the average statewide gain for each subgroup will be available for NeSA-M. When this information is available, the goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same

AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	<b>Same</b>
Graduation rate (high schools only)	Measurable increase from the previous year	<b>Same</b>
College enrollment rate (high schools only)	Measurable increase from the previous year	<b>Same</b>
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	<b>Same</b>
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measureable improvement from previous year (or baseline for initial year of grant)	<b>Same</b>
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	<b>Same</b>

<b>Statewide Average Gain – Reading (2010-11 AYP Data)</b>	
<b>Group</b>	<b>Percentage points</b>
All Students	3.19
American Indian/Alaska Native	1.58
Asian or Pacific Islander	1.07
White, Not Hispanic	3.27
Black, Not Hispanic	3.80

Hispanic	5.02
Students eligible for free and reduced lunch	4.68
Special Education Students	4.6
English Language Learners	6.88

- B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

**Morrill Public Schools developed this application through a series of responses by Administration to increase test scores and from ideas obtained through the school improvement process. Those individuals involved with this process who also will be involved in supporting the implementation of the transformation intervention model include:**

- **Morrill Public Schools hired a new Junior/Senior High Principal, Scott Axt, in July 2011. He has been active in implementing ideas to improve our graduation rates, school improvement plan, discipline issues, and increasing testing scores in reading and math.**
- **Collaboration with the Special Education and Assessment Director, Angela Gibreal, to address the needs of the district, assessment of testing scores, and school improvement ideas.**
- **Nick Schafer, acting Superintendent/Director of Curriculum and Supervision, has been an active member of the district in addressing school improvement ideas such as a Secondary Reading Specialist. Nick will further support the entire implementation of the Transformation intervention model.**
- **William Hakonson, Superintended on file, supports this initiative and has been a major consulting contributor.**
- **Linda Lake, Business Manager collaborated with the compilation and budgeting aspects of this application. She will also be an integral part of the recruitment of qualified staff for this program.**
- **Sandra Huckfeldt, District Guidance Counselor, with input on student data, ACT scores and ways to improve ACT scores.**
- **CIP Process encompasses the following diverse membership: Terry Miller, High School Chair; Julie Schuler, Elementary Chair; JoAnn Wilson, Julie Black, Kathy Calahan and Sarah Steel, Staff Representatives; Dick Burford, Board Member;**

**and student representation by Sydney Steiner (Senior), Taylor Lackey (Junior), Megan Fish (Sophomore), and Leslie Vacoc (Freshman).**

- B.10 Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow “pre-implementation” costs to occur within the project period. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 75 of the new guidance at: [http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

A budget line for “Pre-Implementation Activities” is included on the budget pages.

Pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) have promise for improving student academic achievement, and (e) meet the “supplement not supplant” requirement.

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school’s plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

**Morrill Public Schools will use the following activities for pre-implementation costs:**

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans: **This activity will be added to Morrill Public Schools plan for parent, family, and community engagement activities. Costs associated with this pre-implementation activity will be minimal, but will include snacks and materials for the meetings. (\$250)**
- Staffing: recruiting and hiring a new principal and new teachers: **A new principal was hired July 2011 as the new leader for the Junior/Senior High School. We will be hiring a new Secondary Reading Teacher as well as a Intervention Project Manager. The Reading Teacher will be maintained as a permanent staff position for the district. Recruitment of the hard to fill position of a Master’s level Secondary Reading Teacher will need to begin immediately. There will be**



**costs associated with advertising, hiring, and a potential signing bonus for the Reading Teacher. (\$8,833)**

- Instructional Programs: providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year: **The Morrill Public School District provides remediation and enrichment sessions during the summer and will provide the same this summer through the A+ program, a certified teacher, and a paraprofessional. The A+ program will have costs to update the program and add more intensive reading and math modules, as well as, additional credit-recovery modules. The district will also use “AR Reading” (through Renaissance) and the research based “Read Naturally” programs and will require additional license fees for the junior/senior high school. The transformation intervention model for reading and math skills will be implemented for the 2012-13 school year with the addition of a secondary reading teacher and math tutors. (\$4,300)**
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school’s plan and SIG intervention model: **Professional development of staff is an on-going endeavor and will be supplemented by this funding especially in the areas of educational technology teaching methods for math, reading, and writing. No anticipated pre-implementation costs.**
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.: **Morrill Public Schools is looking for further challenges and would be interested in piloting and developing a data system for use in SIG funded schools, etc. This endeavor would be taken on as part of the Intervention Project Manager’s duties if the district is funded for a full-time position. Pre-implementation costs will be associated with the recruitment of a qualified Program Intervention Manager. No anticipated pre-implementation costs.**
- **Total for Pre-Implementation will be \$12,383**

#### **PART C. LEA-LEVEL BUDGET**

A LEA-level budget is needed only if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in LEA-level budgets.

Morrill Public Schools will use the funding from the SIG grant to improve its math and reading scores and our graduation rate: The following proposed activities will be implemented:

- We have already replaced our Junior/Senior High Principal, but will use the Title I SIG funding for professional development in leadership for this individual, as well as funding to retain this individual in our district which is a rural community making all positions harder to fill and maintain.
- The School Improvement Process is on-going and will require additional involvement of our parents, families and community members. Pre-implementation funding and on-going funding will be used for supplies and materials for this involvement.
- Pre-implementation funding will also be needed to upgrade the summer school software programs for this summer and the next two summers.
- A master's level secondary reading teacher will be sought to teach full-time at the Junior/Senior High School starting next school year. This is a hard-to-fill position in itself. We will offer a signing bonus and an additional premium to attract qualified candidates and retain our new hire over the years. Pre-implementation costs will be needed to recruit and hire. Funding will be used for this individual's salary for the three-year funding cycle and then be turned over to the general budget. This position will also require supplies, materials, professional development, equipment (computer and promethium board), software, textbooks, and other necessary items.
- Current certified staff will be hired as Math tutors and paid a stipend to tutor struggling math students before and after school. We currently plan on hiring three such tutors per year. We will also need to provide tutors and students with computers, software, textbooks, educational materials, and other paper and supplies.
- Per grant guidelines, Morrill Public Schools will hire a full-time or part-time Intervention Project Manager who will be devoted to making a commitment to take on the major changes involved in managing and coordinating the transformation process. This person will also be charged with piloting and development a data system for use in SIG funded schools, etc.
- Professional development for staff needing development in instruction for Reading, Math, Writing, Leadership, Data, and Technology will be provided with grant funds.
- Allocation to upgrade the electrical system of Morrill Junior/Senior High School to provide the necessary framework for the technology in the building (if this is allowable with grant funding; the estimated cost is \$275,000).
- A performance system will be implemented to reward teachers and principals for increasing test scores in reading, writing, math and ACT scores using an effective evaluation system for teacher and principals that is tied to student achievement. This may be in the form of cash incentives or other types of

**rewards such as shelving or new carpet in the teacher's classroom dependent upon results of the negotiated agreement process each year.**

- C.2. Complete the LEA-level Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the LEA.) The link to all Budget Forms is found at:  
[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

**The budget is located in Appendix C. Please note: Morrill Public Schools is requesting \$275,000 for electrical upgrades at the high school for the first year of funding in order to upgrade the electrical system to handle the current technology (computers, promethium boards, printers, copiers, etc.). The upgrades are also necessary to provide a cooling system for the building as the technology needs to be maintained at a reasonable temperature in order to work properly. The current electrical configuration cannot handle any type of cooling system. The grant funding can be decreased by this amount if this is not a permitted expenditure.**

#### **PART D. ASSURANCES**

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the NDE the school-level data required under section III of the final requirements.

#### **PART E. WAIVERS**

Check each waiver that the district will implement.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## Section 2. SCHOOL LEVEL INFORMATION

**Complete a Section 2 for each school included in the application.**

### **PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL**

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and Budget forms are designed for each intervention model. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

#### School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the plan approved for the school's Title I Accountability funds under Section 1003(a). These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's Title IA school improvement homepage at:

[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

#### A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student

Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

#### Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2009-10 and 2010-11. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:

<http://www.education.ne.gov/documents/SOSR.html>

Complete the table below using 2010-11 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	50%
(2) Graduation rate (AYP graduation rate for high schools only)	81.82%
(3) College enrollment rate (high schools only)	54%
Leading Indicators	
(4) Number of minutes within the school year <b>prior to partial implementation of Transformation Model = 63,360; 2011-2012 school year = 68,640</b>	
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	6 students 14%
(6) Dropout rate (total for high schools only)	4.08%
(7) Student attendance rate	94.84%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	*
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the

Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

**Morrill Public Schools was listed in the Persistently Lowest-Achieving Schools (PLAS) document as a Tier II school based on our school-wide designation for Title I funding; however, the high school does not receive any Title I funds and this Title I school has a graduation rate of less than 75% over the three latest years. The transformation model indicates the following parallels with Morrill High School's needs:**

- **Develop and increase teacher and school leader effectiveness:**
  - Due to the lack of leadership performance of the former secondary principal, a new principal was hired at the beginning of the 2011-12 school year. Developing and increasing teacher principal effectiveness will be on-going via professional development and leadership development opportunities;
  - Use of a rigorous, transparent, and equitable evaluation system for teachers and principals that take into account student achievement and are developed with teacher/principal involvement.
  - The need to identify and reward school leaders, teachers, and other staff who have increase student achievement and high school graduation rates.
  - The need to provide ongoing, high-quality, specific staff development to staff; and
  - The need to implement financial incentives to staff and more flexible work conditions.
- **Comprehensive instructional reform strategies:**
  - The need to use data to identify and implement an instructions program that is research-based to provide a cohesive academic movement between the elementary and secondary schools.
  - To promote the continuous use of student data to inform and differential instruction in order to meet the academic needs of individual students.
  - To provide additional supports and professional development to teachers and principals and to ensure that limited English proficient students acquire language skills to master academic content.
  - The need to use integrative technology-based supports and interventions as part of the instructional programs.
  - To increase rigor by offering addition opportunities for students to enroll in advanced coursework, dual enrollment programs, and providing low-achieving students the opportunity to take advantage of advanced coursework.
  - The need to improve student transition from elementary to secondary school through summer school opportunities.
  - Increase graduation rates through credit-recovery programs, and acceleration of basic reading and mathematics skills.
- **Increasing learning time and creating community-oriented schools:**
  - The need to establish a schedule and strategy to provide increase learning time for students.

- The need to develop a more comprehensive, ongoing mechanism for family and community engagement in the education process.
- **Providing operational flexibility and sustained support:**
  - The school recognizes the need to have operational flexibility to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. The school is currently looking at an extended four-day school week to provide a three-day weekend for staff to rejuvenate in the 2013-14 school year.
  - The need to ensure that Morrill Public Schools receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and ESU #13.

**\*Morrill is missing data for (8) Discipline Incidents due to the turnover in principals after the 2010-2011 school year.**

- (b) **Programs/Services Profile** – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

**Morrill Public Schools will offer more instructional minutes by providing a math tutoring program before and after school. By hiring a full-time certified teacher to teach secondary reading, the district will offer reading classes during the school day for students in grades 7 - 12 who need help in this subject area and well as writing skills. Parent, family, and community involvement will be a big part of the new school improvement process. The transformation model will help us achieve these needs/goals. This entire process will enable Morrill Public Schools to increase test scores in reading, math, ACT, and writing, as well as, increase our graduation rate.**

- (c) **Staff Profile** – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

**Morrill Public Schools' staff-profile indicates that we are on track; but that improvements still need to be made in the following areas: professional development of current teachers, retaining of the best teachers, and replacing ineffective teachers. The majority of the administrative staff has been replaced in the last year with competent individuals in the following key positions: Superintendent, Director of Curriculum and Supervision, Secondary Principal, Special Education Director, and Business Manager; the capabilities of these individuals, as well as the Elementary Principal (replaced in the 2010-2011 school year), are far superior to those abilities of**



the prior staff. The administration as well as the staff as a whole understand the need for improvement in a variety of areas and are willing to work toward improvements. Morrill Public Schools is currently accredited with highly qualified staff. Along with our Administrative Staff, including the Business Manager, 39 percent of our teachers have Master's degrees and 53 percent have over 10 years of teaching experience. The Board of Directors, the community, the parents, the staff, and the students are all on board with our efforts to improve our graduation rate and math/reading/writing/ACT scores. Morrill high school strives to provide a school setting in which all students can and will learn, and all teachers can and will facilitate learning for all students. All students are required to take basic course work in core areas, and are then guided towards a college prep program or vocational program based on student preference. Lack of current funding has stifled professional development, the ability to recruit highly-qualified teachers, and needed upgrades to equipment, technology, buildings, textbooks, incentives to staff, and new curriculum programs. The transformation model along with the Title I SIG funding will aid in these goals.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

**Morrill Public Schools will strive to align curriculum to new content standards, align instruction approaches vertically, use assessment data to guide instruction, and add secondary reading classes and math tutoring to the curriculum. The transformation model and the Title I SIG funding will assist in achieving these goals.**

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

**The school recognizes the need to have operational flexibility to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. The school is currently looking at an extended four-day school week to provide a three-day weekend for staff to rejuvenate in the 2013-14 school year. This would also require an extended school day for students, but would also increase instructional time since many students are absent on Friday's for extracurricular activities.**



**Morrill Public Schools will assure that we receive ongoing and intensive technical assistance, as well as, related supports from the LEA, the SEA, and ESU #13. This technical support will in the form of research, funding assistance, collaboration, knowledge assistance, and other beneficial interactions.**

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

**Collaboration with the following participants was used to determine and select the Transformation Intervention Model: Secondary and Elementary Principals, Superintendent, Director of Curriculum and Supervision, Business Manager, Special Education/Assessment Director, and the CIP membership of Terry Miller, High School Chair; Julie Schuler, Elementary Chair; JoAnn Wilson, Julie Black, Kathy Calahan and Sarah Steel, Staff Representatives; Dick Burford, Board Member; and student representation by Sydney Steiner (Senior), Taylor Lackey (Junior), Megan Fish (Sophomore), and Leslie Vacoc (Freshman).**

#### A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

#### **Four School Intervention Models (from USDE Guidance)**

(a) Turnaround model:

(1) *A turnaround model is one in which a district must--*

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
- (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
  - (A) *Screen all existing staff and rehire no more than 50 percent; and*
  - (B) *Select new staff;*
- (iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
- (iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*

- (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
  - (vi) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
  - (vii) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
  - (viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
  - (ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*
- (2) *A turnaround model may also implement other strategies such as--*
- (i) *Any of the required and permissible activities under the transformation model; or*
  - (ii) *A new school model (e.g., themed, dual language academy).*

(b) *Restart model:* *A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.*

(c) *School closure:* *School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.*

(d) *Transformation model:* *A transformation model is one in which an LEA implements each of the following strategies:*

(1) *Developing and increasing teacher and school leader effectiveness.*

(i) *Required activities.* *The LEA must--*

- (A) *Replace the principal who led the school prior to commencement of the transformation model;*
- (B) *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--*
  - (1) *Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and*
  - (2) *Are designed and developed with teacher and principal involvement;*
- (C) *Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;*

- (D) *Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and*
- (E) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*
- (ii) Permissible activities. *An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--*
  - (A) *Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;*
  - (B) *Instituting a system for measuring changes in instructional practices resulting from professional development; or*
  - (C) *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*
- (2) Comprehensive instructional reform strategies.
  - (i) Required activities. *The LEA must--*
    - (A) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and*
    - (B) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*
  - (ii) Permissible activities. *An LEA may also implement comprehensive instructional reform strategies, such as--*
    - (A) *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*
    - (B) *Implementing a schoolwide "response-to-intervention" model;*
    - (C) *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;*
    - (D) *Using and integrating technology-based supports and interventions as part of the instructional program; and*
    - (E) *In secondary schools--*
      - (1) *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*
      - (2) *Improving student transition from middle to high school through summer transition programs or freshman academies;*

- (3) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*
- (4) *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

- (A) *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*
- (B) *Provide ongoing mechanisms for family and community engagement.*

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

- (A) *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*
- (B) *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*
- (C) *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*
- (D) *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

- (A) *Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and*
- (B) *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).*

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- (A) *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*
- (B) *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

## Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being

implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to implement the intervention model in the first year and to fully implement the model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

<b>Transformation Intervention Model - 1</b>	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	<b>The non-performing principal of the Junior/Senior High School was replaced at the beginning of the 2011-12 school year. Retention of this new leader is important for consistency for the students.</b>
Key steps	<b>The secondary school principal, Scott Axt was hired July 2011. Mr. Axt continues the school improvement process and has implemented discipline changes and will continue to design and implement changes to improve graduation rates and attendance.</b>
Start Date	<b>July 2011</b>
Full implementation date	<b>July 2011</b>
Person(s) responsible	<b>Board of Directors (replaced Secondary Principal, Superintendent, and other key positions in the absence of the Superintendent)</b>
Monitor and evaluate	<b>Superintendent, Bill Hakonson and Director of Curriculum and Supervision, Nick Schafer</b>
Cost for three years	<b>\$375,000 (salary and benefits will be paid by through District funds) Grant funding will pay for professional development, retention bonus, supplies, reference materials, and rewards \$49,123 over three years.</b>
<b>Transformation Intervention Model - 2</b>	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	<b>NDE has approved the evaluation system for teachers. Morrill will need to work on an evaluation tool for principals to be approved by NDE. Morrill will ensure that the evaluations take into consideration student growth. Data-proven school improvement ideas will be implemented and student data analyzed for curriculum improvements.</b>
Key steps	<b>Collaboration with the principals, Director of Curriculum/Supervision and the Superintendent to develop the principal evaluation and submit to NDE</b>

	<p>for final approval.</p> <p>Professional development for principals and other administrators in the use of the evaluation tool and best practice evaluating methods.</p> <p>Implement data consolidation software and reporting to the state.</p>
Start Date	May 2012
Full implementation date	September 2012
Person(s) responsible	Nick Schafer, Director of Curriculum and Supervision
Monitor and evaluate	Nick Schafer, Director of Curriculum and Supervision
Cost for three years	Pre-implementation cost of \$4,388 to include additional contract days for principals and professional development. Data software and training will cost \$8,500 over three years.
<b>Transformation Intervention Model - 3</b>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p><b>NOTE: This requirement is an option for Tier III schools.</b></p>	
Activity	<p>Effective use of the teacher evaluation through continued use and professional development to identify school leaders, teacher, and other staff, who show they have increase student achievement and/or high school graduation rates and need to be rewarded based on student test scores in math and reading. This process will also identify those staff members who, after ample opportunities, have not done so.</p> <p>The individual responsible for this, and other segments, will be recruited, hired and trained.</p>
Key steps	<p>Recruit, hire, and train a Project Intervention Manager.</p> <p>Identify professional development for principals to develop leadership and teacher evaluation skills.</p> <p>Design and implement a tool to determine reward amounts for teachers, principals, and other staff.</p>
Start Date	September 2012
Full implementation date	December 2012
Person(s) responsible	Project Intervention Manager



Monitor and evaluate	<b>Nick Schafer, Director of Curriculum and Supervision will monitor and evaluate the Project Intervention Manager, and the Project Intervention Manager will monitor and evaluate programming.</b>
Cost for three years	<b>Cost of full- or part-time Project Intervention Manager for three years will for salary and benefits. Additional costs for equipment (computer), software, materials, and professional development will be \$169,672.</b>
<b>Transformation Intervention Model - 4</b>	
Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	<b>Morrill Public Schools will provide high-quality, job-embedded professional development to teachers and principals. NeSA training, AdvanceEd participation, and 21<sup>st</sup> Century skills will be the center for improvement. Best practices will be used for training and integrated in the school settings.</b>
Key steps	<b>Research to find reasonable training opportunities for defined professional development, schedule and plan travel, registration, and lodging arrangements.</b>
Start Date	<b>September 2012</b>
Full implementation date	<b>May 2015</b>
Person(s) responsible	<b>Project Intervention Manager</b>
Monitor and evaluate	<b>Project Intervention Manager</b>
Cost for three years	<b>Staff development for this requirement will be budgeted at \$8000 for three years.</b>
<b>Transformation Intervention Model - 5</b>	
Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school	
Activity	<b>Financial or other incentives will be given to teachers, principals and other staff who effectively show increased test scores in math, reading, writing, ACT and increased graduation rates. This will be based on the evaluation</b>



	<b>system.</b>
Key steps	<b>Involve the key players in the negotiated agreement to work towards a plan to reward effective teachers based on student achievement goals. Provide staff with professional development opportunities to raise our student test scores and graduation rates.</b>
Start Date	<b>September 2012</b>
Full implementation date	<b>December 2012</b>
Person(s) responsible	<b>Board of Directors, Superintendent, Project Intervention Manager</b>
Monitor and evaluate	<b>Project Intervention Manager</b>
Cost for three years	<b>Incentives and professional development will require \$55,992 for all three years.</b>
<b>Transformation Intervention Model - 6</b>	
Requirement (2A): Comprehensive Instructional reform strategies (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	<b>One half day per month during the school year will be allocated to the school improvement process and will include monthly team meetings to examine and analyze student data and review instructional practices. This data will also be used to enroll students in reading classes and additional tutoring time for mathematics work and ACT preparation. Data will also be used to vertically align curriculum from one grade to the next (especially between 6<sup>th</sup> and 7<sup>th</sup> grades and 8<sup>th</sup> and 9<sup>th</sup> grades) based on State academic standards.</b>
Key steps	<b>The calendar for the 2012-13 school year will incorporate additional days to work on school improvement and curriculum.</b>
Start Date	<b>April 1, 2012</b>
Full implementation date	<b>June 1, 2012</b>
Person(s) responsible	<b>Director of Curriculum/Supervision</b>
Monitor and evaluate	<b>Director of Curriculum/Supervision</b>
Cost for three years	<b>Director of Curriculum/Supervision (general fund).</b>
<b>Transformation Intervention Model - 7</b>	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to	

meet the academic needs of individual students	
Activity	<b>Morrill Public Schools will base its instructional practices on student data and best practices. MAPS and NeSA test scores will be used to determine reform strategies. Two strategies that will be used starting in the 2012-13 school year will be a full-time secondary reading teacher and math tutors. Further, we will need to hire the Project Intervention Manager.</b>
Key steps	<b>Hire a secondary reading teacher and designate three certified staff members to serve as math tutors.</b>  <b>Hire a Project Intervention Manager.</b>
Start Date	<b>Recruitment starts immediately; March 14, 2012</b>
Full implementation date	<b>August 2012</b>
Person(s) responsible	<b>Director of Curriculum/Supervision, Business Manager, Principals</b>
Monitor and evaluate	<b>Director of Curriculum/Supervision and Principals</b>
Cost for three years	<b>Recruitment costs, retaining costs, and salary and benefits for secondary reading teacher \$284,051; math tutor stipends for three years \$43,420.</b>
<b>Transformation Intervention Model - 8</b>	
Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	<b>Establish a before/after school program and continue summer school for increased academic learning time.</b>
Key steps	<b>Continue the study hall period at the end of the school day, add math tutors that are available before and after school, establish free reading time during study hall, enhance the summer program and involve additional skills in reading and math. Enhanced technology through the purchase of equipment (computers and white boards), software, and electrical upgrades will be needed. Math tutors will be available before and after school for math skills and ACT preparation. Pay for tuition for students to attend other classes through on-line or distance learning sources.</b>
Start Date	<b>June 2012</b>
Full implementation date	<b>June 2012</b>
Person(s) responsible	<b>Secondary Principal, Scott Axt</b>
Monitor and evaluate	<b>Director of Curriculum/Supervision</b>
Cost for three years	<b>Cost of upgraded A+ program for summer school, tuition, and credit</b>

	<b>make-ups; \$10,550</b>
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<b>The need to establish a schedule and strategy to provide increase learning time for students through</b> <ul style="list-style-type: none"> <li><b>The need to develop a more comprehensive, ongoing mechanism for family and community engagement in the education process.</b></li> </ul>
Key steps	<b>Collaboration between the Principals, parents, community members through the use of a Professional Learning Community.</b>
Start Date	<b>September 2012</b>
Full implementation date	<b>January 2013</b>
Person(s) responsible	<b>Principals and Project Intervention Manager</b>
Monitor and evaluate	<b>Project Intervention Manager</b>
Cost for three years	<b>Cost of salary and benefits for Project Intervention Manager and materials and supplies to support the Professional Learning Community \$2,700.</b>
<b>Transformation Intervention Model - 10</b>	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	<b>Student achievement in the secondary school setting will be achieved by hiring a full-time secondary reading teacher. Reading skills will enhance student performance in all subject matter and increased graduation rates. Math tutors will be available to students before and after school.</b>  <b>Additional support to students struggling to stay in school will be provided by the Guidance Counselor, High School Principal, and mentor teachers.</b>
Key steps	<b>Hire a certified secondary reading teacher and math tutors.</b>
Start Date	<b>May 2012</b>
Full implementation date	<b>August 2012</b>
Person(s) responsible	<b>Director of Curriculum/Supervision, Secondary Principal, Guidance Counselor, &amp; Business Manager</b>
Monitor and evaluate	<b>Director of Curriculum/Supervision</b>

Cost for three years	<b>Cost of Salary, benefits, instructional materials, equipment, and other supplies for the reading teacher and math tutors. These programs will be maintained through the general fund after the three-year funding cycle ends.</b>
<b>Transformation Intervention Model - 11</b>	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	<b>Morrill Public Schools is a member of the ESU #13 technology consortium and will maintain its distance learning and internet services through this consortium with its experienced support system.</b>
Key steps	<b>Create a data team to work with ESU#13 to continue to provide upgraded system requirements and data systems.</b>
Start Date	<b>April 2011</b>
Full implementation date	<b>January 2013</b>
Person(s) responsible	<b>Project Intervention Manager</b>
Monitor and evaluate	<b>Project Intervention Manager</b>
Cost for three years	<b>Cost of personnel.</b>
<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities: IN SECONDARY SCHOOLS</b>	
Activity	<b>To increase rigor by offering additional opportunities for students to enroll in advanced coursework, dual-enrollment programs, and providing low-achieving students the opportunity to take advantage of advanced coursework.</b>  <b>This can better be achieved with an upgraded electrical system at the high school to support technology and cooling systems.</b>
Key steps	<b>Collaborate with local colleges to provide dual-credit classes for students.</b>  <b>Research and implement additional on-line and distance learning opportunities for students.</b>  <b>Bid and upgrade the outdated electrical system in the high school.</b>
Start Date	<b>June 2012</b>
Full implementation date	<b>December 2012</b>
Person(s) responsible	<b>Secondary Principal and Project Intervention Manager for coursework; Business Manager, Buildings &amp; Grounds Supervisor and Director of</b>

	<b>Curriculum/Supervision for electrical upgrades.</b>
Monitor and evaluate	<b>Director of Curriculum/Supervision</b>
Cost for three years	<b>Cost of enhanced A+, Read Naturally, and AR Reading software programs/licenses, computers, electrical enhancements in the Morrill High School. \$275,000</b>

<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities: IN SECONDARY SCHOOLS</b>	
Activity	<b>Increase graduation rates through credit-recovery programs, and acceleration of basic reading and mathematics skills.</b>
Key steps	<b>Upgrade the summer school and A+ software programs to accommodate credit recovery programs for students who lack the number of credits to graduate on time with their class.</b>  <b>Additional support to students struggling to stay in school will be provided by the Guidance Counselor, High School Principal, and mentor teachers.</b>
Start Date	<b>June 2012</b>
Full implementation date	<b>June 2012</b>
Person(s) responsible	<b>Secondary Principal</b>
Monitor and evaluate	<b>Director of Curriculum/Supervision</b>
Cost for three years	<b>Cost of enhanced A+ software program, computers, electrical enhancements in the Morrill High School to better support technology have been budgeted above.</b>

## PART B. BUDGETS

Budget forms have been designed to assist Tier I, Tier II, and Tier III schools in budgeting, by intervention model, for each of the three years of funds availability. Total amounts for each object code are calculated for each year and also transferred automatically to the three year Summary Budget and District Summary Budget form.

Budget forms are found in a separate EXCEL file at:  
[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

## Appendix A.

### Process and Definitions used in identifying the persistently lowest-achieving schools

#### Definitions for Nebraska

**School** shall mean the school as used for the elementary, middle and high school designations for AYP. This does not include Rule 10 (Accreditation) Special Purpose Schools or preschools. Students being served in programs are reported in the school where they would be attending.

**Secondary school** shall mean any middle, junior high or senior high.

**Number of years** shall mean three years.

**Graduation rate** means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years. The initial year of identifying the persistently lowest-achieving schools will use 2005-06, 2006-07 and 2007-08 data.

**Performance Rank** shall mean the total number of students in the “all students” group at the proficient level in both Reading and Math divided by the total number of students enrolled a Full Academic Year (FAY as defined for AYP) in Reading and Math to determine a percent proficient for each school.

**Progress Over Time Rank** shall mean the total number of students in the “all students” group at the proficient level in Reading and Math for the three latest years divided by the total number of students enrolled a Full Academic Year (FAY) in Reading and Math for the three latest years to determine a percent proficient.

**Weighting** shall mean the performance rank will be weighted (multiplied by two) and added to the progress over time rank.

**Final Rank** shall mean the combination of performance rank and the progress over time rank.

#### Persistently lowest-achieving schools (PLAS) Identification Procedure

##### Performance Rank

For the initial year (2008-09 AYP data) for all schools, add the numbers of students at the proficient level in Reading to the number of students at the proficient level in Math, then divide by the total number of students enrolled a full academic year (FAY as defined for AYP) in Reading and Math to get a percent proficient. Rank the schools by this percent proficient for a performance rank.

##### Progress Over Time Rank

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the

number of students enrolled a full academic year (FAY) for both Reading and Math for all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

#### Final Rank to Determine the Persistently Lowest-Achieving Schools

The performance rank is doubled before adding to the progress over time rank. Schools are then ranked to determine a final rank and the five or 5% (whichever is greater) schools are the persistently lowest-achieving schools in each Tier.

#### Graduation Rate

Using the AYP graduation data for all high schools in the state for the last three years (initially, 2005-06, 2006-07, and 2007-08), calculate a PLAS graduation rate using the AYP formula.

## Appendix B

### ESEA Section 1003(g) School Improvement Grants

#### REVIEWERS RATING AND CHECKLIST

District Name: \_\_\_\_\_

County/district Number: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Section 1. District Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
	Cover page signed by School Board President and Authorized Representative						
Part A. Schools To Be Served							
A.1.	List of schools with a Tier identified for each						
A.2.	Optional – Tier I or Tier II school from list already started						
Part B. Descriptive Information District Level							
B.1.	District Contribution						
B.2.	District Capacity						
B.3.	Lack of capacity to serve a Tier I school						
B.4.	External Providers						
B.5.	Alignment of Programs and Services						
B.6.	Modify Practices and Policies						
B.7.	Sustain Interventions after availability of funds						
B.8.	Annual Goals						
B.9.	District support for planning and intervention						
Part C. Budget							
C.1.	Optional description of proposed activities						



C.2.	Optional Budget page for LEA-level activities						
D.	Assurances						
E.	Waivers checked as appropriate						
TOTAL POINTS							
Comments:							

Complete Section 2 for each school included in the application.

Name of School \_\_\_\_\_ Tier \_\_\_\_\_ Intervention Model \_\_\_\_\_

<b>Section 2 – School Level Information</b>		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Part A. Descriptive Information School Level							
A.1. Analysis of Need							
a)	Student Achievement and Leading Indicators						
b)	Programs/Services Profile						
c)	Staff Profile						
d)	Curriculum/Instructional Practices						
e)	System Profile						
f)	Process						
A.2. Action Plans Complete by Intervention Model							
A. 3 Action Plan for Tier III							
Part B. Budget							
	3 years for each model						
	Summary Budget						

Checklist for <b>TURNAROUND INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b><u>Pre-Implementation Activities</u></b>						
Activities are reasonable and necessary						
Activities are directly related to the implementation of the Turnaround model						
Activities address the identified needs						
Activities have promise for improving student academic achievement						
Activities meet the “supplement not supplant” requirement						
<b><u>Required Activities</u></b>						
(a)(1)(i) operational flexibility						
(a)(1)(ii) measure effectiveness						
(a)(1)(iii) increased opportunities						
(a)(1)(iv) ongoing prof. development						
(a)(1)(v) new governance						
(a)(1)(vi) data driven instructional program						
(a)(1)(vii) continuous use of student data						
(a)(1)(viii) increased learning time						
(a)(1)(ix) services & supports for students						
<b><u>Permissible Activities:</u></b>						
(a)(2)(i)(A) additional compensation						
(a)(2)(i)(B) system for measuring changes						
(a)(2)(i)(C) consent to accept teacher						
(a)(2)(ii) new school model						
<b>AVERAGE POINTS FOR REQUIREMENTS</b>						

Checklist for <b>RESTART INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(b) Convert school or reopen as a charter						

Checklist for <b>SCHOOL CLOSURE INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(c) School Closure						

Checklist for <b>TRANSFORMATION INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Pre-Implementation Activities</u>						
Activities are reasonable and necessary						
Activities are directly related to the implementation of the Transformation model						
Activities address the identified needs						
Activities have promise for improving student academic achievement						
Activities meet the “supplement not supplant” requirement						
<u>Required Activities</u>						
(d)(1)(i)(A) replace principal						
(d)(1)(i)(B) evaluation systems for teachers & principals						
(d)(1)(i)(C) reward school leaders						
(d)(1)(i)(D) ongoing professional development						
(d)(1)(i)(E) recruit/retain staff with necessary skills						
<u>Permissible Activities:</u>						
(d)(1)(ii)(A) attract/retain staff with necessary skills						
(d)(1)(ii)(B) institute a system for measuring changes						
(d)(1)(ii)(C) mutual consent for hiring teachers						
<u>Required Activities</u>						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
<u>Permissible Activities:</u>						

(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
<b>Required Activities</b>						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
<b>Permissible Activities:</b>						
(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d)(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
<b>Required Activities</b>						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
<b>Permissible Activities:</b>						
(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
<b>AVERAGE POINTS FOR REQUIREMENTS</b>						

Checklist for <b>Tier III Schools with Title I Accountability Plans</b>	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
*AI = Already started or implemented						
Briefly list activities from the Action Plans						

AVERAGE POINTS						

**Appendix C -- Budgets**

Appendix D – Selected Data from District State of the Schools Report for 2010-2012

**District Profile**

2010 - 2011

**District Characteristics**

District Data	State Statistics	District Statistics
<a href="#">Poverty Percentage</a>	42.58%	49.88%
<a href="#">English Language Learners Percentage</a>	6.72%	4.58%
<a href="#">Special Education Percentage</a>	15.17%	12.72%
<a href="#">School Mobility Rate</a>	12.15%	19.59%
<a href="#">Graduation Rate Percentage</a>	N / A	N / A
<a href="#">Attendance Percentage</a>	95.18%	94.84%
<a href="#">Enrollment</a>	298,177	427
<a href="#">High School Teachers Endorsed Percentage</a>	95.11%	88.89%
<a href="#">Highly Mobile Students Percentage</a>	4.85%	13.30%

**Percentage of Students Who Meets and Exceeds Standards - Reading**

	03	04	05	06	07	08	11
<a href="#">All Students (including ELL and Special Education)</a>	82.14%	85.19%	80.95%	73.91%	51.51%	38.46%	74.19%
<a href="#">Special Education Students</a>	✱	✱	✱	✱	✱	✱	✱
<a href="#">English Language Learners</a>	✱	✱	✱	✱	✱	✱	✱
<b>Gender</b>							
<a href="#">Male</a>	73.34%	91.67%	83.34%	✱	45.83%	✱	72.22%
<a href="#">Female</a>	92.31%	80.00%	✱	✱	✱	✱	76.92%
<a href="#">Free / Reduced Priced Meals</a>	70.59%	78.58%	76.92%	✱	✱	✱	✱
<a href="#">Migrants</a>	✱	✱	✱	✱	✱	✱	✱
<a href="#">Highly Mobile Students</a>	✱	✱	✱	✱	✱	✱	✱
<b>Race / Ethnicity</b>							
<a href="#">American Indian / Alaska Native</a>	✱	✱	✱	✱	✱	✱	✱
<a href="#">Asian</a>	✱	✱	✱	✱	✱	✱	✱
<a href="#">Black or African American</a>	✱	✱	✱	✱	✱	✱	✱
<a href="#">Hispanic</a>	✱	✱	✱	✱	✱	✱	✱
<a href="#">Native Hawaiian or Other Pacific Islander</a>	✱	✱	✱	✱	✱	✱	✱
<a href="#">White</a>	95.00%	81.25%	84.62%	✱	66.67%	✱	77.27%



<a href="#">Two or More Races</a>	*	*	*	*	*	*	*
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#### Percentage of Students Who Meets and Exceeds Standards - Mathematics

	03	04	05	06	07	08	11
<a href="#">All Students (including ELL and Special Education)</a>	78.57%	81.48%	85.71%	73.91%	33.33%	*	41.93%
<a href="#">Special Education Students</a>	*	*	*	*	*	*	*
<a href="#">English Language Learners</a>	*	*	*	*	*	*	*
<b>Gender</b>							
<a href="#">Male</a>	80.00%	83.33%	83.33%	*	*	*	*
<a href="#">Female</a>	76.92%	80.00%	*	*	*	*	*
<a href="#">Free / Reduced Priced Meals</a>	76.47%	*	92.30%	*	*	*	*
<a href="#">Migrants</a>	*	*	*	*	*	*	*
<a href="#">Highly Mobile Students</a>	*	*	*	*	*	*	*
<b>Race / Ethnicity</b>							
<a href="#">American Indian / Alaska Native</a>	*	*	*	*	*	*	*
<a href="#">Asian</a>	*	*	*	*	*	*	*

<a href="#">Black or African American</a>	*	*	*	*	*	*	*
<a href="#">Hispanic</a>	*	*	*	*	*	*	*
<a href="#">Native Hawaiian or Other Pacific Islander</a>	*	*	*	*	*	*	*
<a href="#">White</a>	85.00%	87.50%	84.62%	*	*	*	*
<a href="#">Two or More Races</a>	*	*	*	*	*	*	*

#### Percentage of Students Meeting Standards - Science

	04	05	08	11
<a href="#">All Students (including ELL and Special Education)</a>	N / A	95.24%	50.00%	88.46%
<a href="#">Special Education Students</a>	N / A	*	*	*
<a href="#">English Language Learners</a>	N / A	*	▲	▲
<b>Gender</b>				
<a href="#">Male</a>	N / A	91.67%	54.55%	92.86%
<a href="#">Female</a>	N / A	*	46.67%	83.33%
<a href="#">Free / Reduced Priced Meals</a>	N / A	92.31%	40.00%	80.00%
<a href="#">Migrants</a>	N / A	▲	▲	▲

Race / Ethnicity				
<a href="#">American Indian / Alaska Native</a>	N / A	▲	▲	▲
<a href="#">Asian</a>	N / A	▲	▲	▲
<a href="#">Black or African American</a>	N / A	▲	▲	▲
<a href="#">Hispanic</a>	N / A	✱	✱	✱
<a href="#">Native Hawaiian or Other Pacific Islander</a>	N / A	▲	▲	▲
<a href="#">White</a>	N / A	92.86%	57.89%	84.21%
<a href="#">Two or More Races</a>	N / A	▲	▲	✱

#### Percentage of Students Meeting Standards - Writing

	04	08
<a href="#">All Students (including ELL and Special Education)</a>	✱	56.00%
<a href="#">Special Education Students</a>	✱	33.33%
<a href="#">English Language Learners</a>	✱	✱
Gender		
<a href="#">Male</a>	✱	27.27%
<a href="#">Female</a>	✱	78.57%

<a href="#">Free / Reduced Priced Meals</a>	*	50.00%
<a href="#">Migrants</a>	*	*
<b>Race / Ethnicity</b>		
<a href="#">American Indian / Alaska Native</a>	*	*
<a href="#">Asian</a>	*	*
<a href="#">Black or African American</a>	*	*
<a href="#">Hispanic</a>	*	33.33%
<a href="#">Native Hawaiian or Other Pacific Islander</a>	*	*
<a href="#">White</a>	*	63.16%
<a href="#">Two or More Races</a>	*	*

\* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards.  
For further information, see comments for each standard on the school building report page.

### NAI - Northwest Evaluation Association

	District			State		
Grade	Average Normal Curve Total Score (NCE Range: 1-99)	Reading	Math	Average Normal Curve Total Score (NCE Range: 1-99)	Reading	Math
<a href="#">4th Grade</a>	N / A	62%	72%	N / A	57%	55%
<a href="#">7th Grade</a>	N / A	37%	41%	N / A	54%	54%

\*Reported in Student Percentile Ranges

\*\*See data definition.

N / A: Not Available

### NAI - PLAN

	District			State		
Grade	Composite Percent Score	Reading	Math	Composite Percent Score	Reading	Math
<a href="#">10th Grade</a>	16%	16%	16%	50%	52%	51%

\*Reported in Percent Scores

\*\*See data definition.

Percentage of Students Above U.S. Average on National Tests

	National Average	State Average	District Average
<a href="#">ACT</a>	21.10	22.10	19.40

District Level AYP Status: NOT MET

**Students in Middle School  
2010 - 2011**

**Student Performance: Reading**

Student Groups	2009 - 2010		2010 - 2011	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	NOT MET	MET 100.00%
American Indian/Alaska Native	✱	✱	✱	✱
Asian or Pacific Islander	✱	✱	✱	✱
White, Not Hispanic	MET	MET 100.00%	MET	MET 100.00%
Black, Not Hispanic	✱	✱	✱	✱
Hispanic	~	~	~	~
Students eligible for free and reduced lunch	MET	MET 100.00%	NOT MET	MET 100.00%
Special Education Students	✱	✱	✱	✱
English Language Learners	✱	✱	✱	✱

**Student Performance: Mathematics**

Student Groups	2009 - 2010		2010 - 2011	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	NOT MET	MET 100.00%
American Indian/Alaska Native	✱	✱	✱	✱
Asian or Pacific Islander	✱	✱	✱	✱
White, Not Hispanic	MET	MET 100.00%	MET	MET 100.00%
Black, Not Hispanic	✱	✱	✱	✱
Hispanic	~	~	~	~
Students eligible for free and reduced lunch	MET	MET 100.00%	NOT MET	MET 100.00%

Special Education Students	*	*	*	*
English Language Learners	*	*	*	*

Additional Federal Accountability Indicators (Not used to determine AYP)				
Student Groups	Reading		Mathematics	
	Performance	Not Assessed	Performance	Not Assessed
Male	NOT MET	0.00%	NOT MET	0.00%
Female	~	~	~	~
Students served in migrant programs	*	*	*	*

~ To be included for AYP determinations, a group must have at least 30 students.

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

### Students in High School 2010 - 2011

Student Performance: Reading				
Student Groups	2009 - 2010		2010 - 2011	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	MET	MET 100.00%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	~	~	~	~
Black, Not Hispanic	*	*	*	*



Hispanic	★	★	★	★
Students eligible for free and reduced lunch	~	~	~	~
Special Education Students	★	★	★	★
English Language Learners	★	★	★	★

#### Student Performance: Mathematics

Student Groups	2009 - 2010		2010 - 2011	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	MET	MET 100.00%
American Indian/Alaska Native	★	★	★	★
Asian or Pacific Islander	★	★	★	★
White, Not Hispanic	~	~	~	~
Black, Not Hispanic	★	★	★	★
Hispanic	★	★	★	★
Students eligible for free and reduced lunch	~	~	~	~
Special Education Students	★	★	★	★
English Language Learners	★	★	★	★

#### Additional Federal Accountability Indicators (Not used to determine AYP)

Student Groups	Reading		Mathematics	
	Performance	Not Assessed	Performance	Not Assessed
Male	~	~	~	~
Female	~	~	~	~
Students served in migrant programs	★	★	★	★

~ To be included for AYP determinations, a group must have at least 30 students.

★ Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

AYP Graduation Rate	
State	District
90.01%	81.82%

Cohort Four-Year Graduation				
Student Groups	State		District	
	Percentage	Number	Percentage	Number
All students	85.77%	19,303	82.93%	34
Male	83.12%	9,557	82.35%	14
Female	88.54%	9,746	83.33%	20
American Indian/Alaska Native	63.55%	258	★	★
Asian or Pacific Islander	82.27%	399	★	★
White, Not Hispanic	89.87%	15,422	81.25%	26
Black, Not Hispanic	69.38%	1,110	★	★
Hispanic	74.05%	2,114	★	★
Students eligible for free and reduced lunch	77.58%	5,716	★	★
Special Education Students	69.48%	1,826	★	★
English Language Learners	52.22%	270	★	★

Cohort Four-Year Graduation By Seven Race/Ethnicity Categories				
Race/Ethnicity	State		District	
	Percentage	Number	Percentage	Number
Hispanic	74.04%	2,111	★	★
American Indian/Alaska Native	59.94%	211	★	★
Asian	79.95%	327	★	★

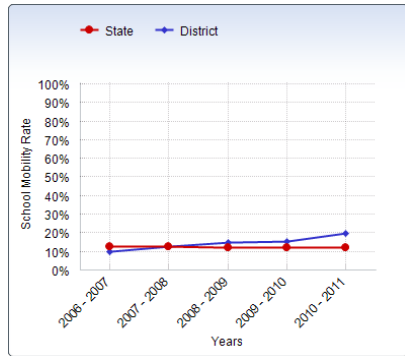
Black or African American	66.83%	937	*	*
Native Hawaiian or Other Pacific Islander	90.00%	27	*	*
White	89.89%	15,239	80.65%	25
Two or More Races	88.61%	451	*	*

\* Data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard.
- 2) All students were reported in a single performance category.

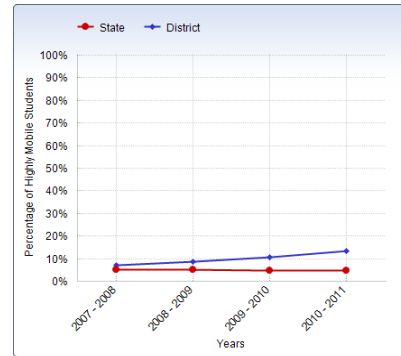
## Appendix E – Selected

### Percent of School Mobility



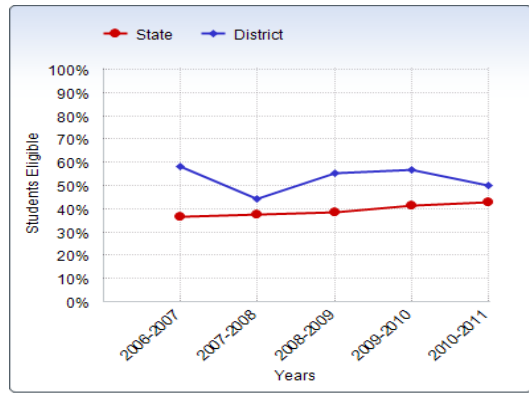
Year	State	District
2007-2008	12.38%	12.50%
*2008-2009	12.02%	14.94%
2009-2010	11.89%	15.35%
2010-2011	12.15%	19.59%

### Highly Mobile Students



Year	State	District
2007 – 2008	5.26%	7.07%
2008 – 2009	5.01%	8.63%
2009 – 2010	4.82%	10.70%
2010 – 2011	4.85%	13.30%

### Students Eligible for Free/Reduced Priced Meals



### Free/Reduced Priced Meals

Year	State	District
2006-2007	36.42%	58.02%
2007-2008	37.33%	44.29%
2008-2009	38.35%	55.51%
2009-2010	41.22%	56.51%
2010-2011	42.58%	49.88%